**Lesson Plan 1 for the Thematic Unit (Draft, Week 3)**

**Teacher Candidate; Samantha Hoffmann Grade Level: 4th Grade**

**Date of lesson: November 02, 2015**

**Content Standards:** State the unit goal and identify one or two primary local, state **or** national curricular standards to which your lesson aligns. What key knowledge and skills will students be able to demonstrate as a result of your instruction?

**4SS2.a:** Explain the major geographic features of the Southeast and discuss the physical settings that supported permanent settlement in this region.

4SSK6:

Students differentiate between primary and secondary sources.

4SSK7:

Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.

**Learner Background:** Describe the students’ prior knowledge or skill related to the learning objective(s) and the content of this lesson. How did the students’ previous performance in this content area or skill impact your planning for this lesson?

* Students can accurately identify all 50 states
* Students know how to read a map

**Student Learning Objective(s):** Identify specific and measurable learning objectives for this lesson.

Students will:

Identify the states in the Southeast region.

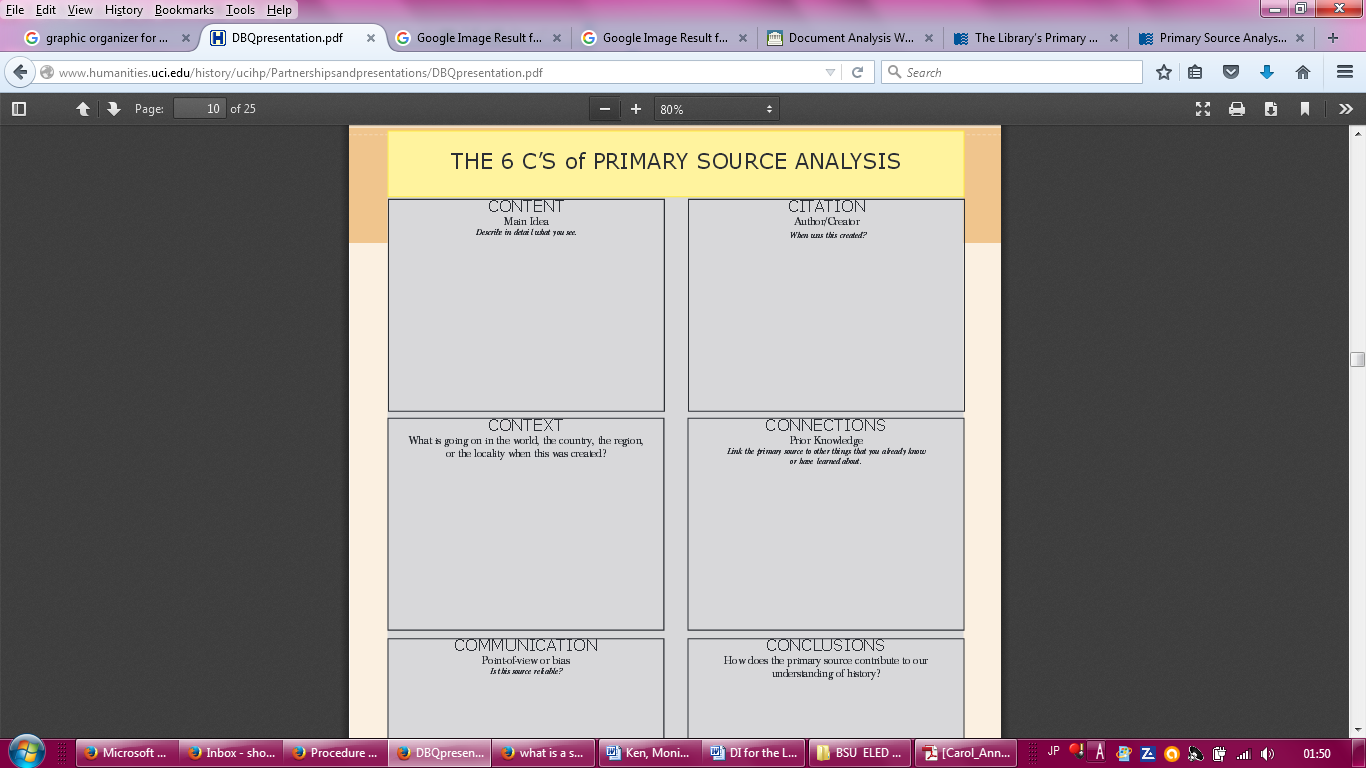
Explain the major geographic features of the Southeast region.

Analyze primary sources

**Assessment:** How will you ask students to demonstrate mastery of the student learning objective(s)? Attach a copy of any assessment materials you will use, along with assessment criteria.

Formative assessments:

* Student discussion and participation
* Graphic organizers



**Materials/Resources:** List the materials you will use in each learning activity including any technological resources.

**Smartboard**

**Graphic Organizers**

**Computers (enough for each student)**

**Teaching Model/Strategy**

Accurately names model/strategy; Explains **WHY** this model/strategy is chosen for these learners; Explains **how** model/strategy lends itself to learning this content, these skills and/or dispositions.

**Inquiry (Student-centered) with GRR implemented**

**Learning Activities:**

**Initiation:** Briefly describe how you will initiate the lesson. (Set expectations for learning; articulates to learners: what they will be doing and learning in this lesson, how they will demonstrate learning and why this is important)

**There will be a huge map of the United States posted on the white board. The teacher will hand out a post-it note to each student and ask students to come up and post a note to one state—either where they were born in, they grew up in, they lived in, etc.**



**Lesson Development:** Describe how you will develop the lesson, what you will do to model or guide practice, what learning activities students will be engaged in order to gain the key knowledge and skills identified in the student learning objective(s). Identify the instructional grouping (whole class, small groups, pairs, individuals) you will use in each phase of instruction.

Teacher modeling of analyzing a primary source:

Students and teacher together analyzing a primary source:

Students, in groups of four, analyze a primary source of their choice:

**Closure:** Briefly describe how you will close the lesson and help students understand the purpose of the lesson. (Interact with learners to elicit evidence of student understanding of purpose(s) for learning and mastery of objectives)

**Journal Entries: Students will reflect on today’s lesson and engaging in metacognition by answering the following questions: “What did you learn today? Why do we use primary sources to understand history?” (This is an informal assessment as well).**

**Individuals Needing Differentiated Instruction:** Describe 1 to 3 students with identified instructional needs. (These students may be special or general education students and need not be the same students for each lesson. Students may represent a range of ability and/or achievement levels.)

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| --- | --- | --- |
| Student Name | 1. What is the student’s identified instructional need? 2. What evidence do you have that this is an instructional need? | Describe strategy for differentiating instruction **in this lesson** to meet this need. |
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**Reflection on Practice:**

**Student Achievement:**

Specifically analyzes student learning ***for each SLO***. *What differences do you notice in the performance of individual students?* Note needs or opportunities for reteaching or enrichment for specific learners.

**Teacher Efficacy:** (Evaluation and Assessment of *one’s own teaching*): Examines/explains impact of personal teaching practice by responding to following:

1) What worked well and why?

2) What did not work well and why?

3) What actions will be taken now which are: a*) immediate* **and** b) *long range*?

4) Briefly describes ONE *reasonable* ***alternative approach*** that could be used to achieve these same SLOs?